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ABSTRACT

Learning activities, designed for use by the guidance counselor, are provided to supplement those in the curriculum resource handbook "Learning Laboratories for Unemployed, Out-of-School Youth," with some referring directly to lessons suggested in the Cultural Realization and Development of an Adequate Self-Concept section of the curriculum resource handbook. Single copies of worksheets to be used by students are provided. The 15 activities are entitled: Ethnic Similarities and Differences; Reasons for Differences among People; Stereotyping; Contributions of Minority Groups; What Is Success?; Talent Show; Community Cultural Resources; Utilizing the Newspaper; Self-Evaluation; Abilities and Interests; Concern for Others; Independence; Conformity, Pressure, Conscience; Fear and Self-Confidence; and Attitudes toward Behavior. Each of the activities has one or more exercises provided. The learning activities are formatted as follows: Objectives, Technique, Evaluation, and Notes. (DB)

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LEARNING LABORATORIES

for unemployed, out-of-school youth

Cultural Realization

and

Development of an Adequate Self-Concept

AA014074

The University of the State of New York • The State Education Department
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1972

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FOREWORD

Since their distribution in 1970, the publication entitled *Learning Laboratories for Unemployed, Out-Of-School Youth* and the accompanying sound filmstrip, *Odds On Tomorrow*, have proven to be extremely valuable resources for instructors in various adult education programs. Their wide use has generated a need for supplementary, student-oriented materials which could be used to extend or reinforce the skills, concepts, and understandings which the program seeks to develop. In response to this need, an advisory committee of teachers, representing a cross section of disciplines, was asked to contribute ideas for augmenting the teaching strategies outlined in the handbook and illustrated in the filmstrip. This committee was chaired by William B. Hemmer, formerly associate in the Bureau of Continuing Education Curriculum Development, presently assistant professor, State University College at Brockport.

Using this initial input, Jacqueline L. Kane, Gaskill Junior High, Niagara Falls; Virginia A. Rovelli, Ballston Spa Public Schools; and R. Allan Scholtes, Guilderland Central Schools developed a series of learning activities and ancillary learning exercises which reflect the persistent life problems facing the unemployed, out-of-school youth. E. Victor Boyd, Acting Chief, Bureau of Guidance reviewed the manuscript and made a number of pertinent suggestions.

George K. Tregaskis, associate, Bureau of Continuing Education Curriculum Development coordinated the project and directed the final writing and preparation of the manuscript for publication.

HERBERT BOTHAMLEY, *Chief*
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USE OF MATERIALS IN THIS PUBLICATION

The intent of this publication is to suggest learning activities which would supplement those found in the curriculum resource handbook *Learning Laboratories for Unemployed, Out-of-School Youth*. This particular compilation of learning activities is designed for use by the guidance counselor. Some of the activities refer directly to lessons suggested in the Cultural Realization and Development of an Adequate Self-Concept section of the curriculum resource handbook.

The content of this phase of the program must be kept extremely practical. All the activities should be relevant to the experiences and aspirations of the students. The instructor must realize that what appeals to him or even students from other environments may be quite different from what is of immediate interest to the disadvantaged student. All text materials must fit the reading levels, interests, special backgrounds, and vocabulary of the students.

Learning activities should be organized in short, achievable units. This brevity facilitates mastery and a sense of accomplishment for the students. The length of the lesson should be increased gradually only as the students' attention span, interest, and work habits improve. The curriculum must have elements of success built into it. Encouragement from the instructor, peer approval, community support and recognition, combined with experiences in problem solving, will help the students acquire positive self-images.

Single copies of worksheets to be used by students are provided. These worksheets may be duplicated for classroom distribution by first making a thermal master of them or simply by xeroxing. In addition, they are suitable for thermal copying as a means of making overhead projector transparencies.

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LEARNING ACTIVITY 1: ETHNIC SIMILARITIES AND DIFFERENCES

Reference: Curriculum Resource Handbook, pp. 275-279

OBJECTIVES

- To become aware of the similarities and differences among people of various ethnic backgrounds
- To recognize that people of divergent backgrounds have common needs
- To work effectively in small groups toward a common goal

TECHNIQUE

Divide the class into buzz groups of four to six students each. Instruct the groups to:

- Select a discussion leader
- Select a recorder
- Use Learning Exercise 1 to record similarities and differences among people of various ethnic origins

Allow ample time for discussion. Circulate among the groups to offer assistance when needed. Reconvene the class. As the recorder for each buzz group reports, list the major similarities and differences on the blackboard or overhead projector. At the end of this exercise, emphasize the list of similarities, which most likely will be longer than the list of differences. The students probably will conclude that people, regardless of ethnic background, are more similar than different.

Before meeting in groups, students will need some definition of terms and some direction. For example, a *basic physical need* is food; an *emotional need* is love; a *physical characteristic* is type of hair; and a *custom* is the manner in which a particular holiday is celebrated.

Care must be exercised to make no judgments. The intent of this exercise is to make students aware that in general, people are more similar than different.

EVALUATION

The success of the exercise will be determined by:

- The quality of the students' lists
- The students' recognition that people are more similar than different
- The amount and quality of student participation in the discussion during and following the reports

LEARNING EXERCISE 1

ARE WE MORE ALIKE OR DIFFERENT?

DIRECTIONS: Under the four categories suggested, record ways in which people from divergent ethnic backgrounds are similar and ways in which they are different.

1. Basic physical needs

similarities

_____

_____

_____

differences

_____

_____

_____

2. Physical characteristics

similarities

_____

_____

_____

differences

_____

_____

_____

3. Basic emotional needs

similarities

_____

_____

_____

differences

_____

_____

_____

4. Customs

similarities

_____

_____

_____

differences

_____

_____

_____

LEARNING ACTIVITY 2: REASONS FOR DIFFERENCES AMONG PEOPLE

Reference: Curriculum Resource Handbook, pp. 269-270; pp. 275-279

OBJECTIVE

To determine the reasons for differences among people

TECHNIQUE

Divide the class into the buzz groups used in Learning Activity 1. Ask the students to discuss the reasons why there are differences among people, both in racial characteristics and in patterns of living. Suggest that they begin by considering differences of diet and recreation. Provide the following examples.

The Italians use olive oil when cooking because of the abundance of olives in Italy, and they have carried the practice to America. The Orientals consume much rice and rice byproducts because the climate and soil conditions in their native land are conducive to growing rice. Negroes enjoy "soul" food because the conditions of their early history in America dictated that they subsist on inexpensive and easily-obtainable foods.

Teenagers in inner cities are often adept at playing "stickball," "off-the-wall," and other street games which do not require a formal playground area or special sporting equipment. African children engage in games that develop hunting skills.

When the class reconvenes, list on the blackboard the reasons as reported by the group recorders. During the discussion of differences, the term *minorities* may arise. If it doesn't, introduce it so that it can be defined and its relationship to these differences discussed.

EVALUATION

The success of the exercise will be determined by:

- The number and validity of reasons given for differences among people
- The amount and quality of student participation in the discussion during and following the reports

NOTES

LEARNING EXERCISE 2

THINKING THROUGH REASONS FOR CULTURAL DIFFERENCES

DIRECTIONS: List below those reasons your group suggests for differences among people with respect to:

1. Food _____

2. Recreation _____

3. Clothing _____

4. Housing _____

5. Transportation _____

6. Manners _____

7. Religious customs - especially those surrounding births, initiation rites, weddings, and deaths _____

LEARNING ACTIVITY 3: STEREOTYPING

Reference: Curriculum Resource Handbook, p. 259; pp. 274-275

OBJECTIVES

- To define stereotyping
- To recognize that stereotyping may lead to faulty judgments
- To encourage students to avoid stereotyping and the generalizations that accompany it

TECHNIQUE

Distribute a copy of Learning Exercise 3 to each member of the class. Allow ample time for them to jot down their first thoughts about the groups listed. These thoughts should be spontaneous and reflect what the students honestly feel. Impress upon students that you will not collect papers. With slower students, the instructor should ask for oral responses.

When the students have completed this exercise, conduct a discussion on stereotyping. Encourage the students to define the word. During the discussion, listen for the use of words such as *every, typical, average, all* when describing individuals or groups, and for generalizations applied to races or groups. Elicit from students the reasoning behind their statements. If the students said that all whites are rich and not to be trusted, that politicians are dishonest, or Negroes are lazy, cite some whites who are *not* rich and *can* be trusted, some *honest* politicians, and some Negroes who are *not* lazy. Encourage students to contribute other exceptions to the generalities mentioned. From this exercise, then, students should understand that it is not fair to stereotype people or groups by making generalizations about them. Emphasize that each individual must be judged for himself.

Not to be overlooked is the fact that stereotyping is often implied, not directly stated. For example, in the statement "Politicians are dishonest" the implication is that *all* politicians fall into this category, even though the word *all* does not appear in the statement.

EVALUATION

Student response to both Learning Exercise 3 and the discussion will be a measure of evaluation. Also to be considered must be the students' ability to sense stereotyping and their willingness to try to avoid it in their future discussions and relationships. The latter will be a long range, ongoing type of evaluation.

NOTES

LEARNING EXERCISE 3

THE REALITIES OF STEREOTYPING

DIRECTIONS: As you read the following list of items, write, in the space provided, the first thing that comes to your mind.

1. Teenagers with long hair

2. Teachers

3. Jews

4. Polish

5. Politicians

6. People who live in communes

7. Whites

8. Parents

9. Negroes

10. Irish

11. Policemen

12. Orientals

13. American Indians

14. Puerto Ricans

15. The poor

16. The rich

LEARNING ACTIVITY 4: CONTRIBUTIONS OF MINORITY GROUPS

Reference: Curriculum Resource Handbook, pp. 274-279

OBJECTIVES

- To develop a pride in one's own race and culture
- To introduce and teach research skills

TECHNIQUE

Distribute copies of Learning Exercise 4 to students, informing them that they will be using the exercise to record the results of their research relative to the contributions of minority groups to American life. The number of groups and cultures to be researched should be decided by the students and the instructor together. All groups represented in the class should be covered; however, the assignment should not be exclusive of other groups.

Decide whether or not there are some in the class whose reading ability would permit them to do some library research in this area. If there are, arrange with the librarian of the school or the local librarian for his cooperation. How much student direction is needed will depend upon two factors: the ability of the students and how many research skills will be beneficial for the students to learn. If there is a wide range of abilities within the class, perhaps less able students could be paired with the more able ones for this exercise. As many resources as possible should be used to gain the needed information. Students should be introduced to biographies, the nonfiction books available on the achievements of the various races and minority groups, The Readers' Guide to Periodical Literature as a source for finding magazine articles on a particular subject, encyclopedias and whatever other sources are available. Audiovisual aids offer the less able reader an opportunity to participate.

Names for many of the categories listed on Learning Exercise 4 will not require much research to uncover. The less able students can supply these simply through discussion with each other. These categories are meant to be suggestive and not exhaustive. It is expected the instructor will add to the list as the lesson develops.

Some students may wish to interview a member of their minority group who has become successful. The questions asked during the interview should elicit advice to young people in today's society. Particularly helpful would be suggestions originating from the person's experience with problems that face members of minority groups. The person contacted need not be a national figure. The contact may be written or in person. It is conceivable that local figures would be available to speak to the class on this topic. Personal testimony from professional athletes, for example, is often impressive.

If there are some members of the class who are capable of reading biographies, they may receive guidance and inspiration from them.

Many biographies have been written about minority members, particularly sports figures, at a high interest, low reading level. If this activity becomes a reality for some, sharing the information with other class members can also be a profitable experience. Filmstrips and movies featuring the contributions of minority groups are also available commercially.

EVALUATION

The primary evaluation must be an observation of whether or not the students do in fact develop a pride in their race and culture. Part of this observation will involve observing the enthusiasm of students as they research, discuss, and complete Exercise 4.

NOTES

LEARNING EXERCISE 4

WHO'S FROM A MINORITY GROUP?

DIRECTIONS: For each category listed below and others your instructor may suggest, list as many individuals from minority groups as you can who have made notable contributions to society. Be sure to include their contributions.

ARTS

Name -
Contribution -

EDUCATION

Name -
Contribution -

MUSIC

Name -
Contribution -

RELIGION

Name -
Contribution -

SCIENCE (including medicine)

Name -
Contribution -

POLITICS

Name -
Contribution -

LITERATURE

Name -
Contribution -

MILITARY

Name
Contribution -

SPORTS

Name -
Contribution -

BUSINESS

Name -
Contribution -

OTHERS

Name -
Contribution -

LEARNING ACTIVITY 5: WHAT IS SUCCESS?

Reference: Curriculum Resource Handbook, pp. 266-267

OBJECTIVES

- To stimulate the students to think about success—what it really is and how they measure up to it
- To present the idea that success may be an individual thing and not based upon money, position, or possessions

TECHNIQUE

All too frequently people consider themselves failures, or at least unsuccessful, because they do not come up to the standards they think society demands of them. Or they spend a lifetime pursuing unobtainable goals or trying to amass a degree of wealth because they equate these with success. But if success is looked upon as the attainment of one's desires, then wealth or position may be secondary or even unimportant.

The discussion may be stimulated by use of Learning Exercise 5. It may be necessary to read the statements and choices aloud, but students should make their choices independently. Undoubtedly no definite conclusions will be reached, but the discussion should provide students with an opportunity to examine their personal values and those of the society in which they live. Obviously there are preferred responses to each statement, but all are open to discussion.

EVALUATION

Enthusiastic participation in the discussion will indicate that the students are thinking about and concerned with the concept of success. The more important aspect of the activity, that of seeing success in terms of attaining one's desires, may be an individual thing and unmeasurable at this time.

NOTES

LEARNING EXERCISE 5

DEFINING SUCCESS

DIRECTIONS: Place a check by the choice that makes each statement true for you. Your instructor will read the statements with you. There may be more than one choice for each statement. Be ready to discuss the reasons for your answers.

1. A successful person usually
   - A. [ ] makes a lot of money
   - B. [ ] keeps to himself
   - C. [ ] is confident of his ability
   - D. [ ] identifies with a group
   - E. [ ] dislikes people

2. To a successful person, the following are important
   - A. [ ] exchanging opinions and ideas
   - B. [ ] one's family
   - C. [ ] giving away money
   - D. [ ] doing only what one wants
   - E. [ ] new experiences

3. People fail because they
   - A. [ ] don't care about others
   - B. [ ] have bad luck
   - C. [ ] live only for today
   - D. [ ] don't really care about their work
   - E. [ ] don't think clearly before making decisions

4. Success is
   - A. [ ] the result of sacrifice during the present to achieve a goal in the future
   - B. [ ] based only on the amount of money a person makes
   - C. [ ] a feeling of achievement and worth
   - D. [ ] hard to attain if a person does not think well of himself and his abilities
   - E. [ ] an individual thing

5. I am successful if
   - A. [ ] I have money
   - B. [ ] I am happy
   - C. [ ] I have a good job
   - D. [ ] I have a family
   - E. [ ] I dress well

LEARNING ACTIVITY 6: TALENT SHOW

Reference: Curriculum Resource Handbook, p. 287

OBJECTIVE

To develop personal and community pride in the abilities of students

TECHNIQUE

Daily involvement with students attending the center will reveal any special talents of the students. Every effort should be made to utilize these talents in a way to develop pride within the students. There may even be enough talent to produce a talent show open to the public. Acts might feature instrumentalists (both individuals and combos), vocal groups, impersonations, comedy routines, skits, and others. Students' arts, crafts, and project work should be displayed at this time.

It is imperative to strive for the involvement of everyone in the class, even if some participate only on a stage crew or other production staff. Should the show be of such quality to be presented to the public, it could be staged and admission charged. Proceeds could be used to support the programs of the center.

To survey student talent, distribute Learning Exercise 6 and ask the students to complete it.

EVALUATION

The obvious tool of measurement will be the success of the show, particularly if it is open to the public. Do not overlook, however, the students' enthusiasm and pride in their work as an evaluative yardstick.

NOTES

LEARNING EXERCISE 6

QUESTIONNAIRE TO SURVEY STUDENT TALENT

DIRECTIONS: Use the space under the following questions to reply in enough detail to enable the program chairman to best utilize any contributions you would be willing to make toward our talent show.

1. Do you have any performing talents?

2. Would you be willing to work as a stagehand—creating scenery and props or working with the lighting and sound effects?

3. Would you be willing to work on promotion and sales?

LEARNING ACTIVITY 7: COMMUNITY CULTURAL RESOURCES

Reference: Curriculum Resource Handbook, p. 275; pp. 284-291

OBJECTIVE

To familiarize students with the cultural, educational, and recreational resources available to them in their immediate area

TECHNIQUE

Develop with the students a map of the immediate area around the center. This may be done on the blackboard while students draw on Learning Exercise 7. On the map locate those cultural, educational, and recreational facilities with which students are familiar. Since students undoubtedly will not be familiar with all the resources available, arrange to followup this activity with a walking tour of the community. If the area to be covered is too great for walking, arrange a bus tour. Presumably, the students will be interested in only those facilities which are accessible to them. Therefore, the radius of the tour should be decided upon in advance. It may be beneficial, however, to locate on the map facilities in outlying areas as well. Every effort should be made, either during the visit or with followup phone calls, to gather information about the programs offered at each facility. Pamphlets explaining their programs might be available at the facilities.

Upon return to the classroom, the maps should be completed, filling in those facilities discovered during the trip and listing the programs offered. Perhaps a large map with the same information could be made for the bulletin board.

Students should be encouraged to use these facilities in their leisure time; it may even be possible to arrange for release time from class to utilize them.

EVALUATION

The successful completion of the tour and the maps will be an immediate evaluation of the activity. The more important evaluation—whether or not the students take advantage of these facilities—will be long range.

NOTES

LEARNING EXERCISE 7

COMMUNITY MAP

DIRECTIONS: In the space below, draw a rough map of your community. On it locate the cultural, educational, and recreational facilities you know of; your classmates and instructor may suggest others. On the back you may wish to make notations about programs of those facilities that interest you.

LEARNING ACTIVITY 8: UTILIZING THE NEWSPAPER

Reference: Curriculum Resource Handbook, p. 41

OBJECTIVE

To enable students to make maximum use of newspapers as sources of information regarding social events and employment opportunities

TECHNIQUE

Provide each student with a copy of a local newspaper. Familiarize him with those sections of newspapers that he will find helpful in finding information concerning activities and programs in his city. Attention should be focused on three sections: the program or theater section, the sports section, and the classified section. Point out that these sections are basically the same in all newspapers.

Turn to the program or theater section and explain the format. Indicate the distinction between those cultural activities listed, such as concerts and museum exhibits, and the strictly entertainment activities such as movies. Special terms, such as *matinee*, may require an explanation.

In the sports section, locate the schedule of upcoming contests and explain how to read it. Perhaps a mock phone call could be made or a practice letter written to a box office, thereby giving students practice in ordering tickets. The New York Bell Telephone Company may provide a Tela-Trainer for this activity.

The study of the classified section should be more detailed. An exercise or short unit of study designed to provide students with the kind of information necessary to obtain a job could be outlined. This study might also be followed by mock telephone calls and practice letters designed to give students experience in answering advertisements. Also, in the classified section, students will find information about things they may be interested in buying, such as automobiles or furniture, and about housing opportunities.

The questions in Learning Exercise 8 are designed to give the students practice in locating the various kinds of information available to them in these sections. Indicate that tabloids do not normally contain these sections.

EVALUATION

How efficiently and accurately the students find in their newspapers the information asked for in Learning Exercise 8 will serve as an evaluation.

NOTES

LEARNING EXERCISE 8

BE INFORMED

DIRECTIONS: Using the sections of the newspapers studied in Learning Activity 8, provide the information requested below. Ask your instructor for help if you need it.

1. List two main-attraction movies that are playing at different theaters, the times they begin, and their rating.

2. List the specials at two restaurants in your city.

3. What are the names of the featured shows at two night clubs in your neighborhood?

4. On what page do you find television program listings? Are there radio program listings on the same page?

5. What movies or stage shows are reviewed in your newspaper?

6. Name two plays that are currently running at local theaters.

7. Are there any art exhibits available? If so, where?

8. Is there a professional sporting event in your city today? What is it? Where is it? What time does it begin?

9. Is the local high school playing any games this week? If it played a game yesterday, what was the score?

10. In the classified section of your newspaper, find two jobs you would be interested in. Be ready to explain how you would apply for one.

11. In the classified section, find what you feel is a good price for a used automobile.

12. Is there an apartment available for rent in your neighborhood? If so, what is the rent? location? length of lease? any restrictions?

LEARNING ACTIVITY 9: SELF-EVALUATION

Reference: Curriculum Resource Handbook, pp. 258-261

OBJECTIVES

- To provide students with an opportunity for self-assessment
- To provide the instructor with an opportunity to gain information about his students' values

TECHNIQUE

Provide each student with a copy of Learning Exercise 9. To ascertain that each statement is understood, be prepared to read all of them aloud to the students, giving them some time after each to think about their reaction before responding. Emphasize that sincere reactions are wanted, and that students should not respond the way they think you or society wants them to, but how they honestly feel.

Obviously, many questions have desirable responses. However, those responses may not be forthcoming. There will be degrees of disagreement among students, and this should provide stimulation for discussion of values and human relationships.

EVALUATION

Since the exercise is designed to stimulate self-assessment on the part of the students, their degree of participation in the discussion will be an immediate evaluative tool. Total evaluation will be an ongoing process, however, as the instructor attempts to influence students during the program, hoping to change undesirable characteristics to desirable ones.

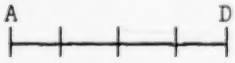
NOTES

LEARNING EXERCISE 9

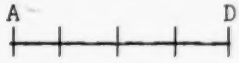
DO YOU AGREE OR DISAGREE?

DIRECTIONS: Read each of the statements below. On the line following each, place a check (✓) to show how you feel about the subject. If you agree, your check (✓) would be at the far left; if you disagree, at the far right. If you have no feelings about the subject, your (✓) would be placed in the middle. A stands for *agree*, D for *disagree*.

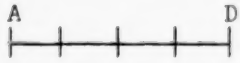
1. People should not be afraid to express their opinions.



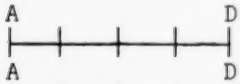
2. A family should share things, including experiences and problems.



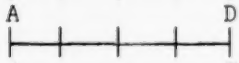
3. Friends are free to express opinions even though they disagree with you.



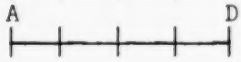
4. The best employers are fair.



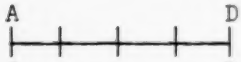
5. Strangers who are friendly usually want something.



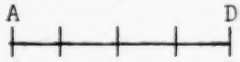
6. In school, teachers should be concerned about the progress of all their students.



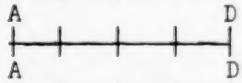
7. A person should try to be like everyone else.



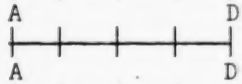
8. Family members watch out for each other.



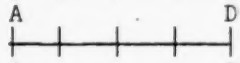
9. Friends should always do what you want them to do.



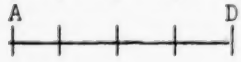
10. Employers appreciate workers who enjoy their work.



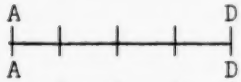
11. Strangers should be willing to help each other.



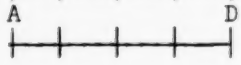
12. The best way to enjoy a class is to get the teacher off the subject.



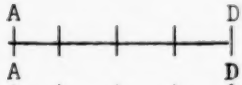
13. In school your effort seldom pays off.



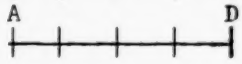
14. Strangers who are in trouble should get out of it by themselves.



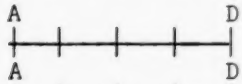
15. Employers keep all the profits.



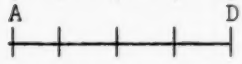
16. A friendship should be ended when the friend involved lets you down.



17. Money is more important than family relationships.

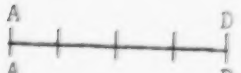


18. A person should always finish any job he starts.

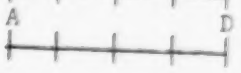


19. What you learn in school really doesn't help you in life.

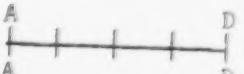
20. Employers try to pay workers as little as possible.



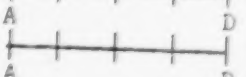
21. Everyone should have some idea of what he wants to do with his life.



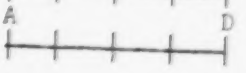
22. It is important to be well-liked.



23. I am happy most of the time.



24. My style of life is best.



LEARNING ACTIVITY 10: ABILITIES AND INTERESTS

Reference: Curriculum Resource Handbook, pp. 284-291

OBJECTIVES

- To encourage students to examine their abilities and interests
- To encourage the development of the abilities and interests by relating them to those community facilities available
- To provide the professional personnel of the center with personal information about students that may be helpful for guidance purposes

TECHNIQUE

Some students may possess abilities and interests that are undeveloped because they do not know they exist or they are not aware of ways to develop them. Learning Exercise 10 is designed to encourage students to explore their interests and abilities. Once they become sensitive to these and aware of how they can be developed, there exists the possibility that these abilities and interests will be fulfilled.

Read the directions and list of items on Learning Exercise 10 to students, adding whatever comments or interpretation necessary for student understanding. The list is intentionally long in an effort to cover all possible areas of student interest. Obviously, there are items on the list that are not relevant to all students in all centers. By the time Learning Exercise 10 is used, enough information about the individual students will be known to provide guidance in helping them complete the exercise. The first time through the list, students should check all items that interest them. Then they should number their first five preferences in order.

Once students have numbered in order of preference their first five choices, the choices should be related to the community facilities listed on Learning Exercise 7. Every effort should be made and every possibility explored to enable these students to fulfill their interests and abilities. What action is taken here may directly influence the vocational and avocational future of these students.

EVALUATION

Immediate evaluation of this activity can be made by witnessing the thoroughness and enthusiasm with which the work is completed, and the amount of discussion generated. How successfully the activity challenges the students to pursue and fulfill their interests and abilities can be measured only by observing the students during the remainder of the center's program.

NOTES

LEARNING EXERCISE 10

CHECKLIST FOR SELF-APPRAISAL OF ABILITIES AND INTERESTS

DIRECTIONS: Place a check (✓) next to each area listed below that interests you and for which you feel you have ability. Once you have done this, go back over the list and number 1-5, in order of preference, the five areas that interest you most.

ABC's of Local Government
Art
American History
Antiques
Astronomy
Auto Body Repair
Auto Mechanics
Aviation Maintenance
Aviation Services
Baking
Beauty Culture
Biology
Blueprint Reading
Bookkeeping-Accounting
Business English
Business Machines
Business Programing
Cake Decorating
Carpentry
Ceramics
Chemistry
Child Study
Clothing Construction
Commercial Art
Commercial Radio-Telephone
Computer Programing
Comparative Religions
Crafts
Creative Writing
Data Processing
Dog Obedience
Drafting
Dramatics
Drawing
Driver Education
Ecology & Conservation
Electronics
English
Exploring Community Problems
Family Living
First Aid
Flower Arrangements
Foreign Car Repair
French
Furniture Refinishing
Gardening-Landscaping
Garment Making
Geology
German
Golf
Gracious Entertaining
Graphic Arts
Guitar
Hair Styling
Holiday Decorations
Home Additions & Remodeling
Home Buying
Home Repairs
Home Nursing
Human Relations
Income Tax Preparation
Interior Decorating
Investment
Italian
Knitting
Law for the Layman
Lawn Maintenance
Leathercraft
Local History
Machine Shop
Masonry
Math
Metal Technology
Mosaic Tile
Museum Work
Music
Needlework
Negro History
Nurse Aide
Nutrition
Office Practices
Offset Printing
Painting
Personal Grooming
Picture Framing
Photography
Physical Fitness
Piano
Plastics
Public Health
Public Speaking
Quantity Cooking
Recreational Directing
Rug Hooking
Scuba Diving
Sculpturing
Science
Securities, Investments
Sewing
Shorthand
Sketching
Skiing
Small Business Accounting
Small Engine Repairs
Space Science
Spanish
Sports
Stenoscript
Switchboard Operator
Tailoring
Travel
Typing
Upholstering
Vocal Music
Wallpapering
Welding
Wood Refinishing
Woodworking
World History
Youth Work

LEARNING ACTIVITY 11: CONCERN FOR OTHERS

Reference: Curriculum Resource Handbook, p. 259; pp. 280-284

OBJECTIVES

- To enable students to evaluate their concern for others
- To develop in students an awareness for the desirability of being concerned for others

TECHNIQUE

Introduce students to the quote "You give but little when you give of your possessions. It is when you give of yourself that you truly give." (*The Prophet*, Kahlil Gibran). The subject of concern for others may be a different one for students to relate to. Their neighborhood or personal situation may be one that fosters a "survival of the fittest" atmosphere where one is primarily concerned with self-preservation. They may recall instances where a good samaritan had an unfortunate incident happen as a result of his good intentions. The students may be willing to help one of their own but not an outsider. Even with these reservations, an attempt should be made to discuss the advantages of broadening one's concern for others.

Distribute copies of Learning Exercise 11 to students and use it as a motivation for discussion. Section I offers them some alternatives for action, and they need check only those they prefer. Sections II and III, however, offer no alternatives and it is expected that many possibilities will be discussed. If interest in this type of activity is high, students will undoubtedly have many situations they wish to present for discussion. As long as the discussion remains fruitful, as many situations as suggested should be entertained for discussion.

EVALUATION

If the students participate in the discussion regarding each of the situations presented, they are thinking about concern for others, and this is a degree of success, even though their comments may not reflect concern. Whether or not the primary objective, that of developing a genuine concern for others, will be reached, will not be known immediately. Observation of their actions over a period of time in situations where they have an opportunity to show concern will be the determining factor.

NOTES

LEARNING EXERCISE 11

HOW DO WE SHOW CONCERN FOR OTHERS?

DIRECTIONS: Read each of the following situations and be prepared to discuss how, in each instance, you would react.

I. A friend of yours drinks heavily. You know that he is very close to addiction; in fact, he may have become a confirmed alcoholic already. You meet him on the sidewalk early one morning, and he is obviously suffering from a very bad hangover. He approaches you with outstretched hands, explaining he needs money for a drink to "clear his head" and to rid him of the d.t.'s. Check below the action or actions you would take.

[ ] Give him the money for his drink.

[ ] Buy him a good breakfast.

[ ] Call a cop.

[ ] Ignore him.

[ ] Initiate action to get him help through Alcoholics Anonymous.

[ ] Talk to him about the evils of drinking.

[ ] Help him to the nearest bar so he doesn't get hurt along the way.

II. You tried the "drug scene" and rejected it as not for you. But it wasn't easy for you to reject it. At first you found it satisfying, and you continued to use drugs to the point where had it not been for some bad experiences and a great deal of willpower on your part, you would have become hooked. That was some time ago, and now you're no longer tempted.

One day your mother approaches you with two pills she has found on the floor of the bedroom you share with your brother (or sister). Because you are older, she assumes they are yours and you're on drugs. You know, however, that you are clean and they must be your brother's. What do you do?

III. You are the parent of a daughter who 2 months ago graduated from high school. She did well in her secretarial courses, and her aptitude tests indicated she has talent in this area. But her talent needs to be developed in a secretarial school, graduation from which will insure her a good paying job as a secretary. However, she refuses to enroll in the secretarial school and since high school graduation, she has done nothing but loaf around the house. She doesn't help with the housework, she has no income, and she seems content to live off you. What do you do?

LEARNING ACTIVITY 12: INDEPENDENCE

Reference: Curriculum Resource Handbook, pp. 280-284

OBJECTIVES

- To recognize that the desire for independence is natural, but that independence and responsibility should be earned
- To see the viewpoint of others
- To examine personal feelings about parent-teenager relationships

TECHNIQUE

Perhaps the best way to begin discussion of this topic is to ask the question, "Are parental demands made upon teenagers reasonable? Why or why not?" This may precipitate an avalanche of negative responses that will need some channeling. Learning Exercise 12 may be used for that purpose, and it may be introduced when the instructor deems it appropriate. Perhaps it would be best to permit students to vent their immediate and general reactions before asking them to think critically and unemotionally about parent-teenager relationships.

The items in Learning Exercise 12 may be discussed as each is considered, or after all 25 have been completed. Listen closely to what students have to say; it will aid in a better understanding of them, and undoubtedly will provide some idea of their family relationships and conditions at home. Use the items to key the discussion, but don't make them exclusive. The following are important and should be raised if they are not mentioned during the discussion.

- When should parents give responsibility to their children?
- Why should parents demand any obedience at all? Why should demands be reasonable?
- How can the need for privacy be respected if the home is crowded?
- How important is listening during an argument? Why?
- When two people have a controversy, how can it be resolved?
- When young adults live with their parents, what reasonable demands may the parents make of them?
- If young adults living at home refuse to respect the reasonable demands of their parents, are the parents justified in asking them to leave? Why or why not?
- What should a person living at home do if parents make unreasonable demands upon him?

An excellent followup exercise to be used after the discussion is to have students role-play some family situations. The following are suggested.

- A father and son arguing over the length of the son's hair.
- A mother does not want her daughter to date a particular boy, and they discuss it.

- A young boy or girl has not done the assigned "chores" today.
- A young adult of working age is lounging around his parents' house, unemployed, when he is approached by his father.

If the students have no experience with role playing, it will be necessary to give them ground rules. Each individual who plays a role should be given some background information which will enable him to understand why the characters act the way they do and to play his role effectively. For example, the individual who plays the role of the long-haired son should know that:

- An older friend at school whom the boy admires very much has long hair.
- Most of his friends are letting their hair grow long.
- He likes the feeling of independence that long hair gives him, especially since he knows his father disapproves of it.

The father should be told:

- He is very strict.
- He has heard the men he works with ridicule long hair.
- He thinks long-haired boys look effeminate.

Students should be encouraged to attempt to "get into" their character and let emotions develop. However, do not be disappointed if this does not happen. The intellectual exercise of examining the character's motivation is valuable in itself

EVALUATION

A vigorous discussion will indicate that students are interested and concerned about this topic. It will also indicate that their thinking about independence and responsibility has been stimulated. Well-played parts in the role-playing exercise will reflect the ability to see more than one point of view.

NOTES

LEARNING EXERCISE 12

A CHECKLIST OF INDEPENDENCE

DIRECTIONS: As you and your instructor read the 25 items which follow, check each according to how you feel about the subject. Be prepared to discuss each.

	Yes	No	
1.	[ ]	[ ]	All teenagers should be home by 11 o'clock every night.
2.	[ ]	[ ]	All teenagers should be expected to do some work around the house.
3.	[ ]	[ ]	Parents should have something to say about whom the teenager dates.
4.	[ ]	[ ]	Teenagers are old enough to decide whether they should smoke or drink.
5.	[ ]	[ ]	Teenagers need the help of parents and guidance counselors when making decisions about their future.
6.	[ ]	[ ]	As soon as a teenage boy is old enough to drive, he should have a car.
7.	[ ]	[ ]	If a teenager drives, he or she should pay some of the auto expenses.
8.	[ ]	[ ]	As soon as a teenager gets a job, he or she should leave home.
9.	[ ]	[ ]	Brothers and sisters have no responsibility to each other.
10.	[ ]	[ ]	Older children should be able to boss younger children around.
11.	[ ]	[ ]	If a teenager gets into trouble with the law, he shouldn't expect help from his parents.
12.	[ ]	[ ]	Parents should know where teenagers are at all times.
13.	[ ]	[ ]	If a teenager has a job and is living at home, he or she should pay room and board.
14.	[ ]	[ ]	If a teenager is paying room and board, he or she shouldn't have to take orders from parents.
15.	[ ]	[ ]	Working sons and daughters should help support parents who are having trouble financially.
16.	[ ]	[ ]	If teenagers buy their own clothing, parents should have nothing to say about what they wear.
17.	[ ]	[ ]	Parents who are old and sickly should be put in nursing homes or homes for the aged.
18.	[ ]	[ ]	Parents should have no say in how their teenage children wear their hair.
19.	[ ]	[ ]	Parents should provide spending money for teenagers.
20.	[ ]	[ ]	Parents should pay for any hobbies of their children.
21.	[ ]	[ ]	The best way for teenagers to learn things is through experience.
22.	[ ]	[ ]	Most parents are "behind the times" because times have changed since they were kids.
23.	[ ]	[ ]	Parents should not force teenagers to go to school.
24.	[ ]	[ ]	Parents should "cover up" for sons and daughters who get into trouble.
25.	[ ]	[ ]	Every child should have his own room, and if he has parents, they should stay out of it.

LEARNING ACTIVITY 13: CONFORMITY, PRESSURE, CONSCIENCE

Reference: Curriculum Resource Handbook, pp. 272-274

OBJECTIVE

- To recognize that the pressures to conform to a group sometimes conflict with a desire for independence and with one's conscience

TECHNIQUE

To provide students with the opportunity to examine conflicts which arise between group demands and individual freedoms, ask them if they feel or have felt some pressure not to attend the learning center. The pressure may have come in the form of ridicule from the peer group which sees attending "school" as conforming to the establishment; from individuals who see attending the center as an attempt to make oneself better than his peers, or climb the social ladder, and are jealous and bitter; or from parents who regard attending the center as an escape from finding employment.

If there has been no pressure from these sources, it would be a rare individual indeed who in his lifetime has not felt pressure to conform, to go along with the group, whether it be the simple pressure of hair styling, clothing, manner of speech, or the more serious pressures of stealing, drinking, or taking drugs.

As students discuss the pressures associated with conformity, Learning Activity 12 should be referred to. If pressures for group conformity force a person to do something he would not do as an individual, can it be said he is independent? Does one conform at the sacrifice of independence? The instructor may or may not wish the class to draw any conclusion about whether conformity is good or bad.

Resource 13 lists films which could be used for initiating discussions on this topic.

EVALUATION

The degree of participation in the discussion will indicate how the students relate to pressure and conformity.

NOTES

RESOURCE 13

FILMS FOR DISCUSSIONS

The films which appear in the list which follows are excellent vehicles for discussion. In order for the program to have value, it must reach out and engage the students.

The detached Americans. CBS-TV Productions. 1965. 33 minute, sound, black & white. Rent ($10) - Mass Media Ministries.
Examines the lack of interest Americans have for one another.

David. Abe Liss Productions. 1964. 12 minute, sound, black & white. Rent ($12.50) - Contemporary Films, Inc.; Mass Media Ministries.
An "effective and quietly provocative film" which treats one of poverty's young victims.

The merry-go-round. National Film Board of Canada. 1966. 23 minute, sound, black & white. Rent ($7.50, $10) - Contemporary Films, Inc.; Mass Media Ministries.
An appraisal of the gap between adolescent experience and adult advice with one issue of sex.

Night and fog. 1955. 31 minute, sound, black & white or color. Free - Chicago Public Library; Rent ($30) - Contemporary Films, Inc.; Mass Media Ministries.
An antiwar film by Alan Resnais which makes a powerful statement about the brutality of man toward man through an examination of the Nazi concentration camps.

111th Street. 1962. 32 minute, sound, black & white. Rent ($15) - Brandon Films, Inc.
Examines the environmental influences that can help create delinquents.

The quiet one. Athena Films. 1948. 67 minute, sound, black & white. Rent ($25) - Brandon Films, Inc.; Contemporary Films, Inc.; Mass Media Ministries.
A black boy's need for love comes across very forcefully in this film.

That's me. 1964. 15 minute, sound, black & white. Rent ($15) - Contemporary Films, Inc.; Mass Media Ministries.
Shows the interaction between an unsure social worker and a surprisingly well-adjusted Puerto Rican who rejects white middle-class standards.

You're no good. National Film Board of Canada. 1965. 28 minute, sound, black & white. Rent ($8) - Contemporary Films, Inc.
Potent short film, especially suited for boys, which captures the spirit of rebellion quite well.

From the inside out. 1967. 24 minute, sound, black & white. Rent ($15) - Contemporary Films, Inc.
Reveals what some young blacks did to make "Black is Beautiful" a reality.

ADDRESSES OF DISTRIBUTORS

Brandon Films
221 West 57th Street
New York, N.Y. 10019

Chicago Public Library
North Michigan & East Washington
Chicago, Illinois 60602

Contemporary Films/McGraw-Hill
Princeton Road
Hightstown, New Jersey 08520

Mass Media Ministries
2116 North Charla Street
Baltimore, Maryland 21218

Roa's Films
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LEARNING ACTIVITY 14: FEAR AND SELF-CONFIDENCE

Reference: Curriculum Resource Handbook, p. 259; pp. 268-269; p. 277

OBJECTIVES

- To recognize that the existence of fear is natural
- To help students overcome fear and develop self-confidence

TECHNIQUE

Because fear is an emotion experienced by all people, regardless of age, one must learn to recognize its many forms and learn how to handle them. Fear results in dread, a desire to escape, uncertainty, suspicion, doubts, or the anticipation of harm.

Below are some behaviors which are manifestations of fear.

- Showing-off may result when one is afraid of not being recognized.
- Rebellion may result when one is confronted with expectations which exceed his abilities.
- Bitter feelings may result when one's status is being challenged.
- Excessive fantasizing may result when one is afraid to face reality.
- Defiance of authority and biting, sarcastic remarks may result when one feels inferior.
- Stealing, lying, and other acts of deceit may result when one fails to face his problems.

Distribute copies of Learning Exercise 14 to the students. They should check their reactions to the uncomfortable situations presented. It may be necessary to read the directions and items to them. After they have made their responses, indicate that all of the reactions listed (except *other*) are manifestations of fear. Students may disagree rather vehemently; this will be a natural reaction because their emotions and actions are being challenged. The instructor should look upon this as motivation for a discussion about fear and how to combat it by developing self-confidence.

As suggested on the learning exercise, solicit from students suggestions on how to overcome those uncomfortable situations. The following items should be brought out in the discussion.

Fear can be overcome or eliminated by:

- Recognizing that it is natural for all people
- Recognizing its presence within oneself
- Discussing the fear with a respected friend
- Analyzing the situation and exploring courses of action that will resolve it

Because fear is a personal thing, some students may be reluctant to discuss it. If so, the instructor should not demand that they do. For those who are willing, however, every opportunity should be given them.

It should be noted in the discussion that fear can be avoided by eliminating the source of the fear or by preparing for the situation that causes it.

EVALUATION

The amount and quality of discussion will be a measure of evaluation. The best indication of whether or not the students have developed self-confidence and learned to control fear is to observe them in a fearful situation. This may not be possible for all students, however.

NOTES

LEARNING EXERCISE 14

SURVEY OF FEAR AND SELF-CONFIDENCE

DIRECTIONS: When you are in trouble or face an uncomfortable situation, what do you do? Check the items below.

[ ] daydream	[ ] act noisy
[ ] run away	[ ] act silly
[ ] get angry	[ ] blame someone else
[ ] pretend	[ ] brag
[ ] become stubborn	[ ] other

If you checked *other*, be prepared to discuss the reaction you had in mind. Be prepared to discuss with the class a situation in which you felt fear.

LEARNING ACTIVITY 15: ATTITUDES TOWARD BEHAVIOR

Reference: Curriculum Resource Handbook, p. 259; pp. 280-284

OBJECTIVES

- To enable students to distinguish between rational and irrational behavior in human relations
- To evaluate situations and to determine the action necessary to cope with these situations

TECHNIQUE

The situations presented in Learning Exercises 15a-15c accompanying this activity depict incidents that reflect unusual behavior. Before presentation of these to the students, however, some discussion about the behavioral patterns of people may prove fruitful. Learning Exercise 15 is suggested as motivation for this discussion, which should bring out that we may not always have firsthand experience for every situation that arises, and we can profit from the experiences of others.

With this as background, students should be prepared to discuss the cases in Learning Exercises 15a, 15b, and 15c which deal generally with the ability to handle one's emotions. After discussing them, there should be some conclusions drawn about what is generally acceptable behavior, who decides what is acceptable, the variability of acceptable standards, and other related questions the instructor and/or the students feel are important. If the discussion seems to warrant it, the class may be interested in presenting other situations to discuss, either hypothetical or ones students have experienced.

EVALUATION

To what degree the objectives have been met will be determined by:

- How well students describe normal behavior which would be expected in each situation
- How rational are their solutions to the problems
- How well the students recognize the consequences of continued irrational behavior

NOTES

LEARNING EXERCISE 15

ATTITUDES TOWARD BEHAVIOR

DIRECTIONS: When you are about to face an unfamiliar situation for the first time and you aren't sure how you should act, what do you use as a basis for determining your behavior? Example situations might be a first date with a boy (or girl); your first job interview; your first day at the learning center; an appearance in court; the first night out with a new gang; taking your driver's test; or being stopped by a potential mugger.

[ ] consult with parents

[ ] ask my brother or sister

[ ] write to a "Dear Abby" or "Ann Landers" column

[ ] talk it over with a friend

[ ] "play it by ear"

[ ] talk with the guidance counselor at the center

[ ] remember what was done in similar situations seen on TV or in the movies

[ ] do what my natural instincts tell me to do

[ ] remember what was done in things that I've read

[ ] take tranquilizers

[ ] consult an astrology chart

LEARNING EXERCISE 15a

MADELINE AND BOB

Before their marriage, Madeline and Bob had many really bad arguments which might have discouraged other couples from setting up housekeeping, but both Madeline and Bob knew they really loved each other quite deeply. Anyway, most of the fights were over Madeline's friendships with other men. She assumed that married life would change all this, but now Bob's jealousy is threatening the marriage. When they have another couple over to their house, or if they are at a party, Madeline has to make certain that all her conversations are directed to the women in the room. If she says anything to any of the men present, or is even seen near any men in the group, Bob later accuses her of flirting with these men. He says she really doesn't love him. Bob has even knocked her around on several occasions when the conversation got very emotional. Madeline loves Bob, but she can't take much more of this. She doesn't enjoy being accused of things she hasn't done and she doesn't like receiving abuse from Bob.

DISCUSSION QUESTIONS

- Is there anything about Bob's behavior which you regard as excessive or irrational? If so, explain what. If not, how do you justify his actions?
- In your opinion, what will be the outcome of this situation?
- If you were Madeline, what would you do?
- What would you say to Bob to help him change his present attitudes? If you recommended to Bob that he change his attitudes, why might he reject your advice?
- Assuming you have told Bob your opinions and he truly wants to change, why might he still have trouble altering his behavior?
- What, in your opinion, are "healthy" or "normal" ways of behaving in this type of situation?

LEARNING EXERCISE 15 b

DOZENS

Bill and Tom were sitting at one of the corner tables in the cafeteria waiting for the coffeebreak to end. They decided to have a quick game of Dozens - a game where the players take turns in saying insulting things to one another and the person who comes up with the ultimate insult which cannot be topped by the other player or players is considered the winner. They tossed some expressions back and forth until Tom made a particularly vulgar statement about Bill's brother. He had no way of knowing it, but Bill's brother had died a few weeks earlier. Bill didn't say a word; he stood up and smashed a cafeteria chair across Tom's head and shoulder. Tom never went down; he simply came up and out with his switchblade. He didn't like what he was doing, but he just found the knife in his hand. Then he thrust his arm forward and cut Bill's arm severely.

DISCUSSION QUESTIONS

- Was Bill justified in hitting Tom with the chair? Why or why not?
- What do you think was Tom's thinking just before he stabbed Bill?
- What do you call it when you do something and don't give too much thought to what you are doing?
- Was Tom justified in stabbing Bill? Why or why not?
- Were Tom's actions "realistic" or "natural"? Explain.
- What would you have done if you were Bill? Tom?
- What might be the consequences of Tom's actions?
- What kinds of advice would you have given these boys if you could have provided it before the incident occurred?

LEARNING EXERCISE 15c

MARTHA AND HAL

Hal started dating Martha when they were both sophomores in high school. After a time they began going steady. Martha became pregnant, and Hal married her. They have a baby boy now and both parents have left school -- Martha to take care of the child and provide a home and Hal to earn the money to make all this possible. There's nothing wrong with the baby, but he cries a great deal, and Martha has to spend a good deal of time looking after him. Hal can't stand the crying. It keeps him awake at night, and he blames this lack of sleep for his poor job performance which has caused him to lose out on a job promotion. On several occasions he has shouted at the baby to stop crying. Just the other day when the baby was crying, he pulled him out of the carriage, screamed at him, and then threw him onto the bed. He has told Martha that if the baby doesn't quiet down, he's going to smash him. Martha is upset and doesn't know what to do. She does know that Hal has a violent temper.

DISCUSSION QUESTIONS

- Do you consider Hal's actions normal? Why does he act this way?
- Is he justified in doing what he does?
- If you were Martha, what would you do?
- If Martha and Hal were your friends, how would you help them without offending them or making them resent your comments?
- If his attitudes remain basically the same, what kinds of risks does Hal face?

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